The Training School

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THE BLIND.

"*Charities*" for September 14th prints an interesting article on Professor Edward E. Allen, a member of our Paidological Staff and formerly Principal of the Pennsylvania Institution for the Blind, but now of the Perkins Institution for the Blind in Boston. Mr. Allen has always been a leader in his work and is giving up much to go to Boston, where he feels that duty calls him. The propositions which he stands for in the field of work for the Sightless are here put down in his own words.

1. Effective work for the blind is a double work—the educating of the sightless themselves and, no less important, the educating of the public about them. This second work can be done by answering fully all inquiries, by making the school a bureau of information and by giving numerous special exhibitions, besides throwing the school open to visitors at times.

2. The blind are affected more or less directly by physical beauty. They need more rather than less sweetness and light than other people. A beautiful environment for blind pupils dissipates in the visitor feelings of pity and depression.

3. The great affliction of blindness is not the loss of sight, but the accompanying fear of dependency. When the school can be depended upon to stand back of its graduates with practical help, especially when some are placed in good positions, hope and faith in the future put ambition and courage into the school body.

4. For the blind, faith is the greatest of all the virtues. This faith is strengthened through the development of courage and independence. Outdoor athletics, vigorous, voluntary exercise, develop courage and daring better than anything else.

5. Feeling is greater than intellect, and education of heart more essential than education of mind. I have laid much stress upon this point with my teachers and have done my part by being always accessible to my pupils, by keeping in close personal touch with their hopes and ambitions and by frequent sympathetic morning talks.

PHOTOGRAPHY.

Photography has come to be the scientist's most useful handmaid and a well equipped dark room is an adjunct to every laboratory whatever its character. Our work is no exception and our convenient dark room has already been a busy place. Indeed a goodly portion of our time has been spent there during the past three months.

A most valuable item of data is a good front and side portrait of each child. In the case of small children and others who for any reason are changing rapidly, these should be repeated at least every year. We have begun this work and now have about forty portraits.

In years to come nothing will be more useful to show to others and to picture to ourselves the progress a

child has made than a series of portraits.

Next comes photographs of his work.

We are seeking in this department to get a permanent record in tangible form of each child—to make as it were a cross section of his life as often as necessary to show his stages of growth. We would like to show his mind. But mind is not an entity that can be weighed, measured or sensed. It is only known through the various ways in which it expresses itself. We judge of the character of the mind of a man, a family, a race or nation by the way in which the individual or the collective mind has expressed itself. Visit London—the most interesting thing to be seen is the City conceived as the embodiment of the English mind. Enter the Cologne Cathedral; it is wonderful, it is beautiful in its proportions, but this is not what fascinates one as he stands beneath its high vaultings. The entrancing thought is the realization that we have spread out before us in cold stone the expression of the minds of men who lived and died centuries ago—and how noble those minds were, even if they did function differently from ours.

Likewise we can look at what a man has made and infer something of his mind. Even the way he wears his hat or his mouth—corners turned up or down—tells of the mind figuratively said to lie behind it.

But as man advances in the ability to use language we come to believe that language stands for achievement, that what he talks about he can do. And as he can talk about a great deal more than he can do in the same time and we can listen to or read a great deal more than we could take the time to look at, we come to think that language is the best expression of a man's mind. But this is an error in all cases save where a man is skilled in the use of language and thoroughly truthful. What a man can do, has done or is doing must always be the truest index of his mind.

With our children the linguistic faculty is at best very poor. Hence we are compelled to see their minds through their works if we see them at all. Therefore in making a study of their minds we naturally turn to the work of their hands. I am shown a basket—it is badly shaped, poorly finished and anything but beautiful or useful, but if I may have it I will put it in a glass case in my laboratory and cherish it as the most valuable thing in the room. Why? Because A. B. made it and it is a picture of his mind. It tells me more about him than I can learn in weeks by all the tests known to the psychologist. There is that boy who almost stands on his head on a settee and twirls a string or bit of cloth before his eyes. His mind must be a sort of spiral nebula you say. Yes, but there it is. He cannot work the ergograph at all, but if I can once learn to read that twisted string, I will understand him. Now then, I want everything that every child on these grounds makes. I want the baskets, the chairs, the tables, the dresses, the shawls and embroideries. But friends and relatives want these things too. Besides I have no suitable place to keep them. I hope sometime we will have a fireproof building where these things can be displayed and kept. I hope the time is not far distant when we can keep for this purpose at least an occasional sample of each child's work. But for the immediate present we must fall back on photography. Accordingly we have photographed a great deal of the work that has been made this year. The rest we hope to do before it goes out.

H. H. Goddard.

"If you will not hear Nature she will rap your knuckles."

Franklin.

"The Gods have given us a long life but we have made it short."

Seneca.

The Training School.

Published monthly by the New Jersey Training School for Feeble-Minded Girls and Boys, Vineland, N. J. We wish this paper to be self-supporting. Send subscriptions (25c. per annum) to E. R. Johnstone, Superintendent.

The School was founded and incorporated as a public charitable institution in 1888 by a number of the philanthropic citizens of the State. It is built upon the cottage plan, so that close classification is possible, and is intended to give care and training to those children whose mental condition prevents their attending the public schools.

OCTOBER 1907.

If there is a blue mark here your subscription to THE TRAINING SCHOOL has expired. When you renew, which we hope will be promptly, will you not send fifty cents extra to pay for the Supplement?

Seventy-five cents pays for twelve numbers of THE TRAINING SCHOOL and four numbers of the thirty-two page Supplement.

The Supplement will be interesting to parents, it will tell what we are trying to do for the children; to teachers it will tell of our methods; to psychologists it will tell of our researches; to physicians it will tell of our methods of treatment; indeed to all who are interested in childhood, it will have a message.

A copy of our Report which has just come from the printer may be had by dropping us a postal.

"I was taught about the motions of the planets as carefully as if they would have been in danger of getting off the track if I had not known how to contract their orbits, but of my own organization, I was left in profound ignorance."

Mann.

EXPERIMENTS.

The Pomona Grange Experiment Committee met at the Training School August 20th, five of the active Granges being represented by about three dozen Patrons. Dr. Dick J. Crosby, Expert on Agricultural Education of the U. S. Department of Agriculture, and Prof. Blake, Horticulturist of the New Jersey Experiment Stations were present and made the meeting profitable by their suggestions and information.

Prof. Blake described in detail the plan of the Experiment Peach Orchard at the Training School.

The experiment is expected to be carried on for ten years. A prominent feature of the work is the keeping of an exact account of the running expenses of the orchard each year together with all yields of fruit and receipts. The main outline of the experiment consists of a comparison of various fertilizer combinations and a test of the value of different cover crops; however, all problems of peach growing will receive attention.

Prof. Blake is interested at present in the serious attack of brown rot upon peaches. It is doing more damage than most growers are aware of. Prof. Blake expects to investigate the control of this disease next Spring. It can be controlled by spraying, with the possible exception of such varieties as Triumph but the most economical method is not yet determined.

The pear blight is often spread by insects carrying bacteria from infected places upon the limbs and trunks to the blossoms in much the same manner that these insects assist in pollination. Prof. Blake recommends spraying with Bordeaux just before the buds burst into bloom in addition to the cutting out of blighted parts six to eight inches below all apparent affection.

The alfalfa and sweet potato experiments were discussed with especial

relation to three methods of fertilizing.

1. Commercial fertilizers alone.
2. Fertilizer and Rye sod (in case of sweet potatoes).
3. Fertilizer and manure.

While the experiments were incomplete because of a possibility of not yet having secured the full effects of the manure, the results thus far indicate that N. Y. horse manure at present prices is not profitable as compared to other methods of fertilizing practiced in the experiments. The total results after this year's crops are gathered or still better after one more year's experiments with alfalfa, sweet potatoes, sweet corn and field corn, should give valuable information concerning best methods of fertilizing these crops under such conditions as prevail at the Training School. The plots being fertilized the same each year, the total results of a number of years should give conclusive evidence of what is the most profitable method.

PHYSICAL CULTURE.

All of our children who are physically able have a certain amount of daily exercise.

This may consist of whatever work they are capable of performing combined with long walks, recreative games and systematic physical exercise.

Over 150 children come to the school daily to receive instruction in the culture of the body, such work as is within its powers mental and physical.

Our children are more or less inclined to a narrow chested, stoop shouldered, weak-kneed condition, and one of our principal aims is to overcome such, to broaden the chest, expand the lungs and have them receive deep, full inhalations to enrich the impoverished blood with plenty of oxygen. We wish to get the shoulders in position and strengthen the knees, so that the children will be able to maintain a correct carriage of the body.

We try to remember always that the four great physicians are Air, Water, Exercise and Diet, and all means are used to bring them into greater use as curative agents.

In some of the lower classes, some child who is brighter than the others is given the responsibility of looking after some less fortunate member of the class; for instance "Harry you show John how to play this game," and the result is mutually beneficial.

All of our children like games. Very simple ones such as running games are used for the less able; more complex ones "duck on the rock", "belled cat," "cat and mouse," for others; bowling and ball games for more advanced children. All of our work has the one object in view of raising these children to such a high plane physically that the mental and moral condition is improved and their happiness increased.

C. M. Hannon.

It seems very hard to persuade the average citizen that it is cheaper to educate children than to let them grow up in ignorance and evil and then pay for their support or for their restraint. The inefficient individual costs just as much to feed, clothe and house as the efficient one and if we let him remain untrained, at the end of twenty years we find ourselves still feeding, clothing and housing him, at the same cost or perhaps a little more; but if we properly train him, at the end of ten years he will not only care for himself but add some to the good of the general body. If we let him get a false training, so that he learns to do evil or follows evil inclinations we have not only to feed, clothe and house, but also to pay for the damage he has done and some one to look after him. Cannot we learn the lesson that it is cheaper to educate than to restrain or support.